

Governor's Scholars Program Selection Process



HELPFUL HINTS

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Description of the Governor's Scholars Program

What It Is

The Governor's Scholars Program is a stimulating, five-week, residential summer program for outstanding Kentucky students completing their junior year in high school. Established in 1983, the popular program provides academic and personal growth in a challenging, non-traditional environment that balances a strong liberal arts program with a full co-curricular and residential life experience.

To be eligible for nomination and selection, a student must:

- Be in the 11th grade at the time of selection and intend to return to a Kentucky school district for the next school term (Students skipping their senior year to enter college are not eligible.);
- Be a current resident of Kentucky;
- Have taken the ACT, PSAT, or SAT in the 9th, 10th or 11th grades.

Students must be nominated by their school districts or private schools to be considered for admission. They attend free of charge, needing only “pocket” money for personal and incidental expenses.

The 2015 program will be held on the Bellarmine University campus in Louisville, on the Morehead State University campus in Morehead, and on the Murray State University campus in Murray. Governor's Scholars are drawn from across Kentucky and represent the diversity of the Commonwealth.

There are no grades or credits. The program is singularly free from competition, creating an environment that is conducive to building a community of friends and colleagues.

The program offers Scholars a chance to know and make friends with other enthusiastic, energetic students with high intellectual capacities. The give-and-take among Scholars from different backgrounds is one of the most treasured aspects of the program.

What It's Like

Governor's Scholars live in college dormitories with separate quarters for men and women. They learn a great deal about themselves and others as they live in the community and develop long-lasting friendships.

The program provides students, faculty, and staff a rare opportunity to share the joy and discovery of learning and to exchange ideas in a warm community atmosphere. A select group of supportive high school and college teachers works closely with the Scholars in classes, seminars, and co-curricular activities. Well-known speakers and performers as well as films, field trips, special events, and a wide range of recreational opportunities offer an array of stimulating activities that provide fun and enjoyment while Scholars learn. Student-initiated events are encouraged.

If you are accepted, you must be prepared to get involved and to become a participating, contributing member of the Scholars' community, academically and socially. Because there is such a variety of opportunities for personal and cultural growth in this program, you will have to make choices at times in order to do all that you want. The program offers you an opportunity to be responsible for your own learning.

Purposes

The Governor's Scholars Program seeks to help exceptional students:

- achieve their highest academic and personal potential
- cultivate their leadership capabilities in all aspects of life, school, workplace and community
- expand their horizons to seek and create opportunities in a global context
- develop their critical thinking, adaptability, and creativity

The program seeks to do this while heightening the students' sensitivity to future possibilities for themselves, Kentucky, and society. It strives to stimulate, encourage, and reward excellence in Kentucky schools.

Academic Program

The program moves at a swift pace and advanced level as the Scholars concentrate on concepts, theory, practice, and discovery. *The academic program is designed for enrichment, not practice or advancement in special subjects. You are expected to attend daily classes and to participate fully in the academic and intellectual life of the community.*

Each student selects a **Focus Area** and participates in a **General Studies Area** and a **Governor's Scholars Seminar**.

What You Should Know

Since community building is essential to the students' experience in the program, there is an overriding philosophy of freedom coupled with responsibility that permeates all that students do.

The program's few regulations are governed by law, safety, and common concern for the total community. Some of those regulations are:

- (1) Student automobiles or other motorized vehicles are prohibited, as is riding in unauthorized vehicles, or leaving campus for unauthorized trips.
- (2) No drugs, including alcoholic beverages, will be allowed.
- (3) Firearms or other deadly weapons are not allowed.

All of these regulations will be firmly enforced. A student will be dropped from the program and sent home for violation of any of these regulations, and the student's school will be notified.

You should have a strong commitment to remain on campus the entire five weeks without interruption, except for illness or emergencies. Before applying, you and your parents or guardians should understand that Governor's Scholars are expected to stay for the **full** term of five weeks without interruption. The Governor's Scholars Program is built around a community of Scholars who need undivided time and continuity to reap its benefits: to grow intellectually, creatively, and personally; to gain self-confidence; and to broaden understanding. Enthusiastic graduates attest to the rewards of such involvement.

If you are selected to attend the program, you must sign a learning contract agreeing:

- (1) To stay for the entire five weeks of the program without interruption; and**
- (2) To attend classes daily and to participate fully in classes and in the life of the community, including weekends on campus.**

You should understand that if you fail to meet this commitment while you are in the program, you will be in violation of your contract with the Governor's Scholars Program. You may, therefore, **be dropped from the program and your school so notified**. Individual exceptions may be allowed for emergencies, illness, or overriding personal reasons or events.

Most scholars understand and respect these requirements. A few with major conflicts that would take time from the five-week session choose not to attend the program; they make a difficult choice. **It is unethical and unfair to these honest students for a nominee to accept designation as a Governor's Scholar knowing beforehand that during the session he or she will seek permission to be absent because of a scheduling conflict.** Students who know of scheduling conflicts in advance should contact the Governor's Scholars Program to discuss the conflict before accepting a nomination, or should not apply.

For further information, contact your guidance counselor, a teacher, your principal, school superintendent, or the Governor's Scholars Program office at 502 573-1618.

Statement of Curriculum

The curriculum for the Governor's Scholars Program is composed of three levels. All students will be participants in courses or seminars at each level. In addition, the academic curriculum will be supplemented by a rich, diverse range of recreational opportunities, cultural and artistic events, outstanding field experiences, and distinguished convocation speakers and classroom guests. Sufficient free time is available for reading, socializing, and independent creative endeavors. Faculty members and resident advisors participate in co-curricular enrichment activities with students.

1. **Focus Area** – Courses that allow a student to pursue a topic in-depth as a member of a small group stressing the development of ideas in the chosen discipline, with the option of additional independent study.
2. **General Studies** – Classes that emphasize inquiry, service-learning, community leadership and resolution development.
3. **Governor's Scholars Seminar (GSS)** – Personal development seminars that stress concerns and problems faced by students, including such subjects as values clarification, career choice, and interpersonal relationships.

FOCUS AREAS

Students will indicate their top three choices from among a variety of interest areas (see list below for descriptions). GSP staff will assign students to one of the top three choices. Focus Areas meet weekly, for a minimum of 12 hours per week. Emphasis will be placed on individual and/or group projects, the development of ideas within the particular discipline, identification of significant themes, and on the interrelatedness of the discipline to other content areas. Class size will vary from 18-22 students, with most around 19.

PLEASE NOTE: The focus areas are not designed to prepare you for any high school or college course or to score higher on the ACT or SAT. The GSP focus area courses are meant to provide broad, interdisciplinary, intellectual exposure and enrichment rather than narrow, disciplinary training. Students are encouraged to try a focus area in which they have little prior experience.

Focus Area Content Descriptions Are As Follows:

AGRIBUSINESS/BIOTECHNOLOGY: The course explores the diverse components of agriculture and emphasizes the contemporary methods and technology – including biotechnology – that are applied to this traditional field of studies in its new age of development.

ARCHITECTURAL DESIGN: This course features orientation to the historical perspectives of design from an architectural point of view, focusing on such aspects as landscape, interior, and historic preservation.

ASTRONOMY: This course provides a hands-on introduction to theoretical and observational astronomy. It combines late night observing sessions with regular classroom experiences. The course emphasizes the techniques of science and how they apply to the discipline of astronomy.

BIOLOGICAL AND ENVIRONMENTAL ISSUES: This course stresses contemporary issues in and interrelationships between the various biological sciences. Classes may focus on environmental issues that impact our lives and communities.

BUSINESS, ACCOUNTING, AND ENTREPRENEURSHIP: This course explores a wide-range of economic forces and systems that have shaped and will impact societies, individuals, and bring about change. It will include exposure to real situations in the business world as well as introductory accounting techniques.

CHINESE LANGUAGE AND CULTURE: This course offers intensive exposure to Chinese as a foreign language and to the Chinese culture within the broader frame of Asian heritage and tradition.

COMMUNICATION AND SOCIAL THEORY: (Media, Sociology, Gender Studies, etc.) This course explores social and communication systems, considering them as forces that affect nations and individuals.

CREATIVE WRITING AND LITERARY STUDIES: This course emphasizes the tactics and strategies in written texts – including those the Scholars write – and the human values those texts articulate.

CULTURAL ANTHROPOLOGY: In this course students study various societies and ways of life, including sub-cultures within our own civilization, and differentiate universal aspects of human behavior from those that are socially determined. It may also include archaeological activities.

DRAMATIC EXPRESSION: This course explores creative expression through both practice and theoretical study of the dramatic arts. Students may be exposed to the various aspects of this art form including movement, literature, history, performance, and technical elements.

ENGINEERING: This course is an orientation to the historical and ethical perspective of engineering. It demonstrates the application of mathematics and science to the solution of “real-world” problems, and helps scholars understand the role of the engineer in today’s world.

FILM STUDIES: This course explores the history and development of film, emphasizing techniques used to produce a movie, as well as perspectives to read and interpret film.

FORENSIC SCIENCE: This course focuses on the role of forensics as a tool for scientists and law enforcement agencies in criminal justice processes and investigations.

HEALTHCARE INDUSTRY: This course will focus on the various fields of study that deal with issues related to health from a broad range of perspectives, e.g. medicine, insurance, disabilities, physical therapy, etc.

HISTORICAL ANALYSIS: This course stresses concepts and movements – cultural, social, and intellectual – rather than historical “facts.”

INTERNATIONAL RELATIONS: This course focuses on the importance of seeing the world from a global perspective with emphasis on the relationships among nations and cultures.

JOURNALISM AND MASS MEDIA: This course will explore the many different means through which news and information are spread around the world. Students will acquire hands-on experience broadcasting through various media as they consider the practical and ethical implications of modern journalism.

MODES OF MATHEMATICAL THINKING: This course explores some of the more exciting, less traditional mathematics, rather than focusing on the acquisition of new or specific skills. It emphasizes interrelationships of mathematical ideas and creative problem solving and applications.

MUSICAL THEORY AND PERFORMANCE: This course explores various aspects of creative expression through both practice and theoretical study of music. Students may be exposed to various components of the art form including history, performance, and theory.

PHILOSOPHY: This course emphasizes the history of ideas, the process of logic, and the influence of ethics and aesthetics on the individual and society.

PHYSICAL SCIENCE (Chemistry, Geology, Physics): This course emphasizes the interrelatedness of such traditional areas as physics and chemistry to one another and to wider intellectual and social concerns.

POLITICAL AND LEGAL ISSUES: Students in this course study various political and legal systems and forces that impact societies, individuals, and bring about change.

PSYCHOLOGY AND BEHAVIORAL STUDIES: This course emphasizes the importance of psychological processes in driving behavior and shaping individuals as well as their societies.

SPANISH LANGUAGE AND CULTURE: This course offers intensive exposure to Spanish as a foreign language and to the Hispanic culture. Students should have studied the language for at least one school year.

VISUAL ARTS: This course explores various aspects of creative expression through both practice and theoretical study of the visual arts. Students are exposed to various mediums that may include but are not limited to painting, ceramics, glass, plaster, mosaics, photography, and drawing.

GENERAL STUDIES

Each scholar will be assigned to a General Studies group, which will meet about 6 – 8 hours a week to explore the topic(s) presented by the instructor. GSP makes every effort to assign students whose focus area is in the sciences or mathematics to a general studies group led by an instructor in the humanities or social sciences and vice versa. The emphasis will be on helping students develop their problem solving skills, and strengthening their creative thinking abilities, which leads to seeking solutions collectively that are both innovative and practical. Students will be encouraged and guided to develop leadership skills through the general studies classes, as well.

As a natural outgrowth of a program that nurtures self-confidence and personal responsibility, an interest in community service emerges. Scholars will receive guidance at GSP in planning for their future school or community service involvement. In most cases, civic engagement through community projects is part of the General Studies class. This component will help students further develop their leadership potential.

GOVERNOR'S SCHOLARS SEMINAR

Each student will participate in a discussion group concerned with issues and problems of interest to the group and the lives of students in contemporary society. Each group will meet twice weekly for a total of three hours. Topics such as interpersonal communication, family and peer relationships, college choice, and the responsibilities of academically talented students to society will be among issues to be considered for discussion.

**Governor's Scholars Program
Student Nomination
Important Dates**

September 12, 2014	Last day for the Governor's Scholars Program to mail Student Nomination Packets to Superintendents, Principals, and Guidance Counselors
January 12, 2015	Last day for school districts with only one school, private schools, and homeschool students to mail notifications and completed applications to the Governor's Scholars Program. (Student's deadline to district is prior to this date.)
January 26, 2015	Last day for school districts with more than one school in the district (requiring a district selection committee) to mail notifications and completed applications to the Governor's Scholars Program. (Student's deadline to district is prior to this date.)
April 15, 2015	Latest date for Governor's Scholars Program to mail notifications to students of their status: Accepted, Alternate, or Not Accepted.
May 4, 2015	Last day for students to accept or decline their appointments. Those accepting must have signed contracts submitted to the Governor's Scholars Program by this date.
May 4, 2015	Last day for Scholars to request a specific session because they have <u>major scheduling conflicts</u> . Requests for session assignments will <u>not be honored if submitted after this date</u> . Sessions are staggered to allow scholars to participate in other major events before or after they attend the program. Leaves of absence are only granted for family emergencies. Students will be expected to stay the full five weeks.
May 26, 2015	Latest date for Governor's Scholars Program to mail notification to Scholars of campus and focus area assignments.
June 21, 2015	First Session Opening Day
June 27, 2015	Second Session Opening Day
June 28, 2015	Third Session Opening Day
July 25, 2015	First Session Closing Day
July 31, 2015	Second Session Closing Day
Aug, 1, 2015	Third Session Closing Day

Remember that Scholars cannot be absent during the program for any reason except emergency, illness, or similar overriding personal reason.

**2015 GOVERNOR'S SCHOLARS PROGRAM
SELECTION RATING FORM**

A. _____ (30 Points) Academic Achievement

1. _____ (0-15 points) Grade Point Average
2. _____ (0-10 points) ACT, PSAT, or SAT scores.
(Counselors should submit the applicant's best score.)
3. _____ (0-5 points) Difficulty of Course Load

B. _____ (30 Points) Student Profile

1. _____ (0-10 points) Extracurricular Activities
Participates in a variety of unrelated organizations; provides evidence of involvement beyond membership and depth of commitment.
2. _____ (0-10 points) Service (Voluntary or Paid)
Accepts responsibility for completion of tasks; reflects ability to handle demanding workload; and demonstrates leadership through paid or voluntary positions.
3. _____ (0-10 points) Honors/Awards
Demonstrates achievement, unique talents, and competitiveness.

C. _____ (20 Points) Writing Entry

D. _____ (10 Points) Teacher Recommendation

E. _____ (10 Points) Community Recommendation

F. _____ Total Score

Governor's Scholars Selection Process

Student Nomination Packets are sent to every public, private, and parochial school district in the state. The number of nominees each district may submit is based on their junior class enrollment.

All applications are read blindly and are given a unique "journal number" to insure fairness. The applications are reviewed and scored by a Statewide Selection Committee consisting of college admission personnel, college and high school teachers, and education leaders from different areas of the state. Applications are separated into seven sections and then totaled for a final score.

Academic Achievement – consists of ACT, PSAT, or SAT test score, grade point average, and difficulty of course load.

The Academic Achievement Section is awarded points based on the attached charts.

Student Profile

The three sections of the Student Profile are ranked by three selection committee teams. It may be necessary to list duplicate information in these sections to garner maximum points. For example, if the student is Captain of the Basketball Team, the information will be listed as an Extracurricular Activity for participation and also as an Honor/Award for being named the Captain.

- **Student Profile – Extracurricular Activities**
This section is scored by multiple selection committee members. The scores are then averaged for a final score for this section.
- **Student Profile – Service – Voluntary or Paid**
This section is scored by multiple selection committee members. The scores are then averaged for a final score for this section.
- **Student Profile – Honors and Awards**
This section is scored by multiple selection committee members. The scores are then averaged for a final score for this section.

Writing Entry – 500 Words

Selection committee members rank the submitted writing entries in seven categories.

Teacher Recommendation – must be from a core academic subject and from the 9th, 10th, or 11th grade. This section is scored by multiple selection committee members. The scores are then averaged for a final score for this section.

Community Recommendation - must be completed by any member of the community in a role not associated with the applicant's school. The recommender may not be a member of the applicant's immediate family. This section is scored by multiple selection committee members. The scores are then averaged for a final score for this section.



Academic Achievement

Test Score

Students may submit the ACT, PSAT, or SAT. ACT Test scores may be submitted from the 9th, 10th, or 11th grade. Please see the attached chart to determine which test score will garner the greatest number of points.

Grade Point Average

Guidance Counselors must submit the student's grade point average based on an unweighted 4.0 scale. Averages should include grades through the fall semester of 2014. Points are awarded for advanced or honors courses under Difficulty of Course Load.

Difficulty of Course Load

Guidance Counselors award students 1 – 5 points based on the level of classes taken through the fall semester of 2014. The number of advanced or honors classes taken, the number of foreign language classes completed, and electives chosen are considered.

ACADEMIC ACHIEVEMENT

2015 Governor's Scholars Program Guidelines for Rating Student Academic Achievement Test Scores and GPA

ACT SCORES Composites	
Points	Score
10	34-36
9	32-33
8	30-31
7	28-29
6	27
5	26
4	25
3	24
2	23
1	22

PSAT SCORES Selection Index Percentile	
Points	Score
10	99
9	98
8	96-97
7	92-95
6	89-91
5	85-88
4	80-84
3	75-79
2	69-74
1	62-68

SAT SCORES Critical Reading, Mathematics and Writing	
Points	Score
10	2260-2400
9	2130-2250
8	1980-2120
7	1860-1970
6	1820-1850
5	1760-1810
4	1700-1750
3	1650-1690
2	1590-1640
1	1530-1580

GPA CHART	
Points	GPA
15	4.0
14	3.95-3.99
13	3.90-3.94
12	3.85-3.89
11	3.80-3.84
10	3.75-3.79
9	3.70-3.74
8	3.65-3.69
7	3.60-3.64
6	3.50-3.59
5	3.40-3.49
4	3.30-3.39
3	3.20-3.29
2	3.10-3.19
1	3.00-3.09



Academic Achievement

2015 Governor's Scholars Program Guidelines for Rating Student Academic Achievement Difficulty of Course Load

This student has taken only the required curriculum, in lower level classes, and has not selected any academic subjects as electives.	1
This student has taken at least one honors or advanced class or at least one class in the higher level if honors or advanced classes are not available and has not selected academic subjects as electives.	2
This student has taken at least two honors or advanced courses in the higher level if honors or advanced classes are not available. Student must have taken some academic courses as electives.	3
This student must have taken three or more honors or advanced courses or three or more courses in the higher level if honors and advanced classes are not available. Student must have taken 1 year of a foreign language and chosen academic courses as electives.	4
This student has taken honors or advanced courses in most/all subjects offered or highest level of courses offered in those schools without honors or advanced courses. Student must have taken 2 years of a foreign language and chosen academic courses as electives.*	5

***Note regarding foreign language requirement:** In schools where students are unable to take 2 years of foreign language by their junior year, one year will suffice.



Student Profile

The Selection Committee looks for well-rounded individuals with a variety of interests and experiences. The most important thing is to be inclusive and specific with the information that tells your story to the selection committee. The committee can only review what is on paper. Please remember that the three sections of the Student Profile are ranked by three different selection committee teams and some information may need to be listed in multiple sections. Be sure that the Student Profile fully describes you.

Students are required to type this information.

(30 Points) Student Profile

(0-10 points) Extracurricular Activities

Participates in a variety of unrelated organizations; provides evidence of involvement beyond membership and depth of commitment.

(0-10 points) Service (Voluntary or Paid)

Accepts responsibility for completion of tasks; reflects ability to handle demanding workload; and demonstrates leadership through paid or voluntary positions.

(0-10 points) Honors/Awards

Demonstrates achievement, unique talents, and competitiveness.



Extracurricular Activities

Extracurricular Activities

List the activities in which you have been involved and provide a description of your contribution to that activity. Activities can reflect participation in school, church, community, and civic functions or a personal talent/hobby during the 9th, 10th & 11th grades. Your description should include: what responsibilities you assumed, what was the importance of your role, how much time you committed to the activity and how often you participated. Do not abbreviate activity names.

Please review the sample of a Student Activities section that was ranked highly by the Selection Committee on the following pages.

Potential activities to include in this section are:

- Reader's Club
- Church Hand Bell Choir
- High School Soccer Team
- Special Olympics Coach
- Church Youth Fellowship
- Mock Trial Team
- Student Council
- Yearbook Staff
- Marching Band
- Academic Team
- National Honor Society
- Newspaper Editor
- Future Problem Solvers
- Class Officer
- Athletic Teams
- Intramural Teams/Clubs
- Honor Societies
- Big Brother –Big Sister
- Peer Tutoring
- Fellowship of Christian Athletes
- Future Business Leaders of America
- Academic Contest
- Pep Club

STUDENT PROFILE

- 1. Extracurricular Activities** – List the extracurricular activities in which you have been involved and provide a description of your contribution to that activity. For example, what activities did you initiate and/or what responsibilities did you assume and what was the importance of your role? This may include school activities (National Honor Society, Band, etc.) and community activities (4-H, Girl Scouts, etc.). Do not abbreviate activity names. Be sure to note the length of time you have been involved. For example, 9th and 10th; 10th only; etc. (Additional page may be attached if needed.)

A. Activity: Volleyball	Grades: 9, 10 and 11
<p>Contribution: I have been on the Meade County High School team for four years; I participated on the freshman, junior varsity and varsity teams. I attend practices everyday and have games twice a week. During practice we focus on physical skills, game plans, and growing as a team. I was able to grow not only as a volleyball player but also as a person. I am completely committed to the team and I have shown my commitment by going to conditioning and practices almost every day for eight months at a time. By being on the team I have grown extremely close to over thirty girls and made relationships that will last a lifetime. Being on a team forces you become a leader on the court and off the court. As an underclassman I know I looked up to the upperclassmen, so I decided as an upperclassmen I wanted to be a role model for the younger players to look up to. A large team can have too many leaders, so it is important to be a good listener and focus on the many other teammates. Volleyball is a wonderful sport that has impacted me as a person and will only help me later on in my life.</p>	
B. Activity: Tennis	Grades: 10
<p>Contribution: As a sophomore I played on the varsity doubles team for the Meade County Lady Waves. I went to practices every day after school. I participated in matches two to three times a week. At practice we worked on swing techniques and other tennis strategies. I am able to learn a lot from the game of tennis, and I know that I will be able to maintain my love of tennis even in my adult life. I played doubles and grew really close with my partner. Playing a sport with another person can be really challenging because you have to learn about your partner both as a person and as a player on the court. I consider my partner a really close friend who I can always count on. The Meade county tennis team is full of wonderful young girls and I am proud to be on it. The game of tennis has taught me to develop a good work ethic and learn from my mistakes.</p>	
C. Activity: Meade County Public Library	Grades: 10 and 11
<p>Contribution: The Meade County Public Library is a great place in our community for everybody to learn and have fun. I have been involved with volunteering for almost a year. Over the Summer I volunteered at the Meade County Public Library once a week for their local Children's Summer Reading Program. At Summer Reading I read books to the children, helped them with their crafts, and we even did science experiments. Summer Reading is a fun and great way to spark children's interest in reading. Along with the weekly summer reading programs, I volunteered at other events. As a volunteer I am in charge of helping the library program coordinator. I help at all of the main events. The Library holds an annual book sale as a way to promote reading throughout the community and offer great prices for the books. I was in charge of collecting the money and helping with the sales in general. At the children's section of the library each month they have a special guest come in for a big event, like a science fair, a carnival or trick or treating. For the children's events I help run stations, hand out candy, help with crafts and just assist in any way possible. Our public Library's main goal is to help make the community a better place. I really enjoy helping them better our community through its children's programs, its adult's classes and by providing a safe and fun environment for all community members to come to.</p>	
D. Activity: Fellowship of Christian Athletes (FCA)	Grades: 9, 10 and 11

Contribution:As a member of FCA I attend a morning huddle once a week. During these huddles we hold a small Bible study where we can share our opinions and build relationships with each other. These meetings are open to the whole school. Our club's goal is to spread our Christian beliefs throughout the entire school. We also have meetings where we have food and just fellowship with each other. These meetings allow a fun and calm break in our busy day lives to relax and recharge. Fellowship of Christian Athletes is a nationwide program, and the Meade County section is one of the strongest. We have local Christian concerts, See you at the Pole and many other festivities. Being a member of FCA has really allowed me to open up in my faith and become a leader for my friends and the school.	
E. Activity:Future Business Leaders of America (FBLA)	Grades:9 and 10
Contribution:During my years as a member of FBLA, I attended monthly meetings. At these meetings we discussed future ideas and plans for our club to grow. We also went out into our community to volunteer. For example, I volunteered at our local center for adults with special needs. Each year the center holds a Christmas Party in which they have games and food and other activities. It was a really good opportunity for our club to give back. Another way we gave back was through our local tailgating parties for students and their families before big home football games. Being a member of FBLA has allowed me to grow as a person by giving me chances to give back to my community, letting me meet new people and grow as a leader.	
F. Activity:Brandenburg United Methodist Church	Grades:9,10 and 11
Contribution:I have been a member of Brandenburg United Methodist Church since I was born. When I was younger I was extremely involved in the church children's choir and Sunday school classes. When I started middle school I joined the youth group, and I have been an active member for many years. I attend one of our many church services once every week on Sunday and go to Bible studies every Wednesday. Brandenburg United Methodist Church is like one big family where we have picnics, dinner every Wednesday and can always count on each other for anything. As a member of the church I have been able to form relationships with all kinds of people. I have learned so much from the older people in my church. I am very strong in my faith and my church is very important to me. I have done all of my religious growing in Brandenburg United Methodist Church. The church has impacted me and will continue to impact me as I go out into the world.	
G. Activity:Brandenburg United Methodist Church Youth Group	Grades:9,10 and 11
Contribution:I was initiated into the youth group my first year of middle school. While in high school I have been extremely active. I attend meetings twice a week; go to all of the retreats and all of the small group meetings. Being a member of the Brandenburg United Methodist Church youth group has given me so many opportunities. Opportunities that allow me to go out into the world and give back, such as my trip to Ghana, Africa, trips to Mission FUGE camps and weekend retreats. Along with service we participate in a lot of local religious events. We attend gatherings at the other churches and we have church lock-ins to meet the other youth groups of the county. My youth group is full of young boys and girl who all have a passion for Christianity. As a member I believe that I have truly become a better person.	
H. Activity:Missions Trip to Ghana, Africa	Grades:10

Contribution: In preparation for our long journey to Ghana, Africa, our church group weekly gathered supplies to donate, we planned Bible studies to discuss with the Ghanaians, and we raised money for the travel expenses. It took us months to prepare both mentally and physically for our trip. While in Ghana I travelled around to different villages every day. Our team went to Bisiasi, Accra, Takoradi and everywhere in between. We went to three local schools and handed out schools supplies, books and clothes. Walking throughout the African schools was really upsetting because they barely had a roof over their heads, yet they could not have been more excited to be learning. The look on the little boys and girls faces when we handed out the supplies was indescribable. After we handed out the supplies we played games and talked to the students. The people I met in Ghana were the nicest and most genuine people I have ever met. Their joy was contagious and inspirational. I met one woman who was 97 years old and very sick; however she had the most inspiring story. She spoke of being truly grateful for the wonderful years she had lived. She woke up with the sun every morning and worked until dark every night. Even though she was frail and sick, she wanted to live another 20 years just to experience the wonderful things that God can do. After long days of praying with the elderly and handing out supplies, we were able to play soccer and other games with the local children. News that a group of Americans had come to town traveled very fast. Everywhere we went hundreds of kids came out to see us. It was an amazing and overwhelming experience. A majority of the Ghanaians had never seen a Caucasian person and were just fascinated by us. The kids clung to us and were so desperate for any form of attention. My heart broke every time I had to leave one of them. Using a translator I was able to learn about life in Ghana, and I could share about my life at home. Our team Pastor led revivals among the locals. Thousands of people packed into a small pavilion just to hear her preach. I attended an African Church Ceremony and it was the most incredible thing I have ever seen. The ceremony was in a completely different language so I was unable to understand what they were saying. Even with the language barrier I was able to see the passion that the Ghanaians had for Christ. The ceremony was full of dancing and music. During the service the Ghanaians approached my friends and me, then showed us some dance moves. We all let go and started dancing with them. We were shouting and dancing the whole time. There was not a single dull moment in the entire service. Going to Africa was the most inspiring experience; it was shocking and humbling in ways I could not begin to describe. However, I can say that that the people in Ghana touched my heart and made me want to experience so much more from the world.

I. Activity: Southern Indiana Club Volleyball (Union)

Grades: 9

Contribution: I participated in this league at the beginning of my volleyball career. As a freshman my goal was to learn as much as I could about volleyball. I travelled to New Albany, Indiana twice a week for practices. At these practices we spent three hours each day running drills, conditioning and learning new rotations. Every weekend our team went to a different tournament. We participated in tournaments all over the midwest area including, Indianapolis, Louisville, and Lexington. The Union volleyball club was a fun way to meet new girls my age with the same level of passion and interest for the game of volleyball. I was also able learn new techniques and hear thoughts from different coaches perspectives. I truly believe that Union was an excellent way to show my dedication and enthusiasm to my coaches and other teammates.

J. Activity: Spring League Volleyball

Grades: 10

Contribution: During the off season of our school's volleyball team, the Meade County high school varsity team participated in a spring volleyball league. We practiced every day after school, at these practices we worked very hard and practiced as if it were regular season. Every Saturday we participated in tournaments in Louisville. The tournaments consisted of other high school teams playing in the club. Along with being a fun way to meet new people, I was able to maintain my volleyball skills year round. This club was a great way to for our entire team to progress both in our skills and as a team.

K. Activity: Foreign Language Festival

Grades: 9, 10

Contribution:Teacher-selected students traveled to Elizabethtown Community College to participate in language and culture contests. We competed by taking reading, writing and verbal tests. Along with the tests we were able to experience Spanish and French cultures. I was extremely impacted by the Spanish culture and know that I would love to have a firsthand experience with actual Spanish culture. Students from all over our region attended, so I was able to meet new students with similar interests. After our regionsl competition I qualified to move on to the state level competition. The Foreign Language Festival was an incredible opportunity to go above and beyond normal classes to learn about different cultures.	
L. Activity:Western Kentucky University History Contest	Grades:10
Contribution:Students from all around the state enrolled in the advanced placement European History Class travelled to the Western Kentucky University campus to participate in their annual history contest. The contest consisted of one multiple choice test and one writing test. The test questions were very similar to those on the end of the year advanced placement test. By participating I was able to become more prepared for the test. Then, after the tests were scored, there was an awards ceremony. The top scorers were recognized and given a certificate. I was honored to receive honorable mention out of thousands of students.	
M. Activity:Meade County Splash News	Grades:11
Contribution:At Meade County High School Splash News is our school's video production class that puts out an issue each month. Being selected for this class was a huge honor. I have learned the many skills of video making. As a student I am in charge of filming school events such as sporting events, musical shows or important local news. Each month my partner and I film our story, interview the main participants and gather B-roll. After, we record the footage we use professional editing software to produce our segment. Every students short segment is put together to produce one thirty minute show for our whole school to enjoy. From the start we are given mandatory deadlines which give students a chance to see what it is like for a real news station. By being in this class I am able to learn the many responsibilities and challenges of working for a real news studio.	
N. Activity:Fellowship of Christian Athletes- See You at the Pole	Grades:9,10 and 11
Contribution:See you at the pole is an annual nationwide event at the end of September. Every person who wishes gathers around their school's flag pole to pray early in the morning. All people participating will be praying at the same exact time all across the nation. This event is sponsored by Fellowship of Christian Athletes at my school; usually over 50 students come out to show their support. Youth leaders and pastors from various churches come out to show their support. We gather in a circle, we pray, fellowship and have a great time. Many of the students who are walking by see us, and come by to learn about what we are doing. See You at the Pole is a great way to stand up for what you believe in, in front of the entire school. I know that See You at the Pole has greatly impacted many students.	
O. Activity:Brandenburg United Methodist Church Teen Small Group	Grades:10 and 11
Contribution:Over the summer a small group of girls my age gathered together to fellowship and mature as young teenagers. Our group leader was a very inspiring young college student. We met at some of the girls' houses, the church, and by the river. The small group was a great way to make friendships and grow in my faith. Not only did we do a Bible study but we were able to have scavenger hunts, movie nights and pool parties. Overall it was very fun experience. Along with fellowshiping and having fun, we raised money for our church and youth group. We held charity events for community members to come and support our church. Along with being a very fun summer experience, I was able to connect with girls on different levels. I formed bonds with girls that cant be broken.	
P. Activity:Brandenburg United Methodist Church Ghana Team	Grades:10 and 11

Contribution: After our remarkable trip to Ghana, Africa the small group of people who went gathered to discuss how things were going after our life changing experience. We met once a week for the four months after our trip. All I could think of from the second I walked off the plane was that I knew that I wanted to go back immediately. We had all gone through such extreme experiences and were having a difficult time adjusting to our regular life. After our trip to Ghana the twelve people with whom I went were like my family to me. Having that time with my team was such a reassuring feeling. Even to this day we still get together to discuss how we are and how much we all miss Ghana.

Q. Activity: Community Wide Women's Bible Study

Grades: 10

Contribution: Over the summer my sister organized a community wide women's Bible study. The purpose of the Bible study was break down generational barriers and fellowship with women of all ages throughout the community. For up to two hours over 40 women came together to share stories and meet people who have different beliefs, backgrounds, and ages. Along with attending these meetings I was in charge of planning the meals for the meetings. I really enjoy cooking so I was put in charge of all of the food preparation. I went to the store, got the food and prepared the majority of the meals. The Bible study was a unique way for me to form relationships with people with whom I have nothing in common. I learned many things from women who have had more experience with life in general.

R. Activity:Pep Club	Grades:9, 10 and 11
Contribution:As a member of my school's pep club, I attend monthly meetings where we discuss future plans for our school. We plan trips to away games, plan pep rallies, and talk about gifts to give away such as, T-shirts, mini footballs, or spirit flags. Pep club is a very large organization in our school that not only focuses on sporting events but our schools appearance in general. As a club we support our entire student body. Our school was recently named top 17th in the state by US News and World Report. In honor of the remarkable scores we held a school pep rally. Pep Club does a lot of hard work to promote spirit throughout our school. As a member I have truly learned about all the time and effort it takes to run an effective program such as Pep Club.	
S. Activity:Silver Heights Church Ministry	Grades:9, 10 and 11
Contribution:Silver Heights Camp is an old Family Christian Camp. The camp has been holding church meetings for over 100 years. Members of my family have been attending the meetings from the very beginning, and I have attended them every year since I was born. Also there is an all day and night camp for kids who are over the age of nine. Each year I look forward to staying at the camp; we go hiking, have teen Bible studies and live in old cabins. A majority of the buildings at the campsite have been there for over one hundred years and staying in them is like staying in a piece of history. Along with having a good time with the kids my age I love seeing all of the adults at the evening service. Some of the people who attend are in their 90s and are able to tell stories about the camp when they were children. The camp is a family tradition for me and many other kids. Silver Heights Camp is always fun, and I learn so much about the history of my family and the church camp.	
T. Activity:Vacation Bible School (VBS) Leader	Grades:9 and 10
Contribution:Vacation Bible school is a program that our church holds for a week every summer. At VBS kids up to the 6th grade can attend. We have snacks, play games, watch Bible movies, sing songs, and have a small devotion. Vacation Bible School is a great way for small kids to interact with our church and God. As a helper, I am in charge of one age group, and I take all of those kids to their activities, give them their snacks and read them their Bible study. By the end of the week I can really tell a difference in how the kids are behaving. Every morning you can tell that they are excited to be there and their excitement is truly rewarding. VBS is a great way for me to meet the little kids in our church. By being a teacher to these kids, I am able to grow to love them and I hope that I can be a good role model for them.	
U. Activity:Brandenburg United Methodist Church Childrens Service- Revolution	Grades:10
Contribution:Every Sunday night during Brandenburg United Methodist Church's 6 o'clock service I volunteered for the Children's Service called Revolution. The Service was modeled after a real church service. Each night we talked about important heroes from the Bible. As their teacher I talked for fifteen minutes each night about the main topic. I was able to tell a story, and then I let the children share their thoughts. The children were able to get up and sing praise songs together and pray for anything the needed. Revolution was a fun way for the children to feel involved in the church without getting confused or bored. I learned a lot about the kid's passion by leading the service. I hope that I was able to impact the kids as much as they impacted me.	
V. Activity:Intenational Compassion Child Sponsor	Grades:9, 10 and 11
Contribution:Compassion is a great opportunity for people to connect with less fortunate people around the world. As a sponsor I am not only responsible for supporting a child, but I also maintain communication with the girl. The young girl I sponsor is named Amanda and she is from Central America. By supporting this young girl I have gained an incredible knowledge of the everyday life for a young girl in a foreign country. Along with the monitary donation I exchange letters and small gifts with her on a monthly basis. This opportunity has allowed me to grow closer and learn about the life of someone less fortunate. I am able to ask her questions about her everyday life, interests and her community and learn about her culture. She is an incredibly wonderful girl and has taught me so much about living life to the fullest.	
W. Activity:Babysitting	Grades:9, 10 and 11

<p>Contribution:Ever since I was twelve I have been babysitting for various people, family members, neighbors and members of my church. When I babysit, I make sure to bring books, games and crafts to entertain the kids. One of my favorite things to do as a babysitter is to make movies with the kids. I get them all dressed up and then let the kids decide what to act out. Once they have "written the script" I record them and upload it all to the computer. I know the kids really have fun and their parents enjoy watching it when they get home. I really do enjoy playing with kids; they are always happy and energetic. As a younger kid there are not many opportunities to work, but babysitting is a great way to gain real world experience. Since I am the parent's employee I am in charge of doing whatever they ask of me. If they need me to feed the kids, walk the dog or even just get them to bed at a certain time, I always get it done. Babysitting is a great way to show responsibility. As a babysitter I have been able to meet new kids, and develop relationships with their parents. I hope to take the lessons I have learned from babysitting to my future life.</p>	
X. Activity:Building Bunk beds for Camp Lucon	Grades:10
<p>Contribution:Brandenburg United Methodist Church youth group went up to Camp Loucon for a weekend retreat, and at the retreat we were put in charge of building bunk beds for one of the new cabins. We spent two days working on assembling the beds. We had to measure the wood, put the boards together and insure that they were safe to use. After the beds were assembled we moved them to the new cabin. The new beds we built were going to be used by young girls who will attend Camp Loucon in the future. When I was younger I went to Camp Loucon and had such a great time, so building the beds was a cool way to help future campers. Building the beds was hard work, and it helped me appreciate all of the hard work some people do for me.</p>	
Y. Activity:Junior Volleyball Day Camp	Grades:10 and 11
<p>Contribution:Members of the Meade County High School volleyball team met every Saturday morning to help a small group of young girls, from the ages of 7-12 with their volleyball skills. At this volleyball camp we had a lot of fun playing games with the kids, and taught them the basic skills of volleyball. This was a very fun experience for both the kids and for the teachers because we were reminded of how enjoyable and exciting volleyball can be. I really hope that I was able to share even a little bit of my passion of volleyball with the kids.</p>	
Z. Activity:Collecting Nonparishable Items	Grades:10
<p>Contribution:Brandenburg United Methodist Church youth group collected nonparishable items to send to our local food pantry. I brought in canned goods myself. Also we put up flyers and tried to gather more donations. We ended up with over seven full boxes to donate. When we donated these boxes we were all very happy and felt much better knowing that members of our community would have a good source of food.</p>	
AA. Activity:Volunteer- Yard Cleanup	Grades:10 and 11
<p>Contribution:Brandenburg United Methodist Church youth group went around several times to the homes of the elderly, and the church to pick up trash and rake leaves. We were able to help shut-ins who were unable to do their own yard work. Knowing that I was helping them in some way was a such great feeling. I know that they appreciated all of the work we did. We also went around the town and picked up some of the trash. This way we could help improve the town's beauty. It was a really simple task but we were able to help a lot of people. I know that I wasn't thrilled to walk around town picking up trash, but at the end I knew it was worth it because the sidewalks looked so much better. I also learned that hard work is not always fun, but it needs to be done and you should do it with a positive attitude.</p>	
BB. Activity:Meade Activity Center Gala Hostess	Grades:9, 10
<p>Contribution:Our local recreation center holds an annual charity gala. At this gala hundreds of people from our community attend to help raise money for the center. As a hostess I take guests to their seats, check their tickets and answer any questions that they might have. After the dinner is over the other hostesses and I help with the live auction. Being chosen to be a hostess is a very high honor because the gala is a very formal and prestigious event. I was extremely honored that the activity center trusted me to be respectable and polite. As a hostess I was able to meet the prominent members of our community and be a part of the biggest charity event in Meade County.</p>	
CC. Activity:Cardboard Village	Grades:9

<p>Contribution:Local Church Youth Groups gathered to raise awareness for homelessness. In order to truly understand the hard life of someone homeless, we spent 24 hours outside living without anything. We went outside to a park, slept in cardboard boxes, ate only one meal and gave up normal comforts. We were alone with no running water, no electricity and not even a blanket. It was a very eye opening experience. A young man who had suffered from homelessness came and talked to us about his struggles to get back on his feet. After our long day we raised money in order to support members of our community who needed some help getting on their feet.</p>	
DD. Activity:Brandenburg United Methodist Church Nursery Worker	Grades:9, 10 and 11
<p>Contribution:On Sunday mornings during one of Brandenburg United Methodists Church's services I spend one hour playing with children from the ages of one to eight. This gives their parents and families a way to go to church and not have to worry about their little ones. During the hour we usually play games and do crafts. For the children who are old enough we have story time and talk about Jesus. My time in the nursery is very fun and I really enjoy spending time with the kids. The nursery is very important because it is the beginning of these kids' lives in our church. By working in the nursery I hope I am able to show how church can be fun and exciting.</p>	
EE. Activity:Mission FUGE Nashville TN	Grades:9
<p>Contribution:Mission FUGE is a wonderful ministry camp where my youth group and I were split up into small groups and sent with other kids to places all over Nashville, TN. I was assigned the children's track, which means my missions team would focus on children for the week. My small group and I went to a summer camp for inner city children. There were over one hundred kids who had nowhere else go. The school was a place for the children to play games, learn about Chirst and eat a warm meal. As a helper I was able to spend one on one time with the kids. These kids were in desperate need of some attention. Each day consisted of something different, one day we played kickball with the kids, and the next we made clay pots. By going to the camp I was able grow closer to the members of my small group, and I developed great relationships with the young kids at the school.</p>	
FF. Activity:Mission FUGE Nashville TN	Grades:10
<p>Contribution:After our first incredible experience at Mission FUGE my youth group and I traveled back to Nashville, TN. Mission FUGE is a weeklong ministry camp. When I arrived at the camp I was assigned the games and recreational mission. At the camp we attend church services every night and worked in the morning. In the morning my small group and I travelled to a local day camp for seven hours. The day camp was run by a local couple who wanted to give inner-city children a way to have fun in a safe way. Each day I went to the camp I played soccer, played on the playground and went swimming. Every day when our small group of volunteers arrived, all of the kids came swarming to our bus. Seeing them get so excited over me was very humbling. The camp was a way to play and have fun but give back at the same time.</p>	
GG. Activity:Mission FUGE Charleston SC	Grades:11
<p>Contribution:My youth group ant I traveled to Charleston, SC to go to a weeklong mission's camp. At this mission's camp I was assigned a social ministry. My ministry was to travel to a local day camp. The first part of the week was focused on manual labor, with cleaning, yard work and painting. We were in charge of improving the camp's overall appearance. I painted the barn, mowed the grass and helped mulch the playground. Halfway through the week we were finished with the physical work, and we went to help with the children. I was assigned to the toddler room. I helped feed the kids, helped them learn their letters and read stories to them. The kids were adorable and so sweet. I really enjoyed playing with the children, I was also able to give their teacher a break who was working very hard managing twenty toddlers. Mission Fuge was a wonderful week to grow as a person and learn to be a caring person. The camp also helped me realize that teaching children is a wonderful option for a career.</p>	



Service

Service (Voluntary or Paid)

List your volunteer or paid service. Explain your specific responsibilities and the impact these experiences have had on your awareness, growth, and development. In doing so, you will be able to demonstrate the depth and breadth of your commitment to others. Indicate time involved (hours), frequency (once a week, one time only, etc.) and how long you have been providing the service.

Please review the sample of a Service section ranked highly by the Selection Committee on the following pages.

Potential activities to include in this section are:

- Adopt - A - Highway
- Habitat for Humanity
- Volunteer at Soup Kitchen
- Fundraising for Cancer Society
- Mowing Yards
- Page for Kentucky House of Representative
- Special Olympic Volunteer
- Internships
- Baby-sitting
- Food Drives
- Coaching
- Walk-A-Thon
- Salvation Army
- Toys for Tots
- Singing Christmas Carols
- Mission Trips
- Summer Jobs
- Part-time Jobs
- Helping a Neighbor
- Religious Volunteerism
- Clothing Drives
- Park Clean-Up

2. **Service (voluntary or paid)** – List your volunteer or paid work experience. Explain your specific responsibilities and the impact these experiences have had on your awareness, growth, and development. In doing so, you will be able to demonstrate the depth and breadth of your commitment to others. Indicate time involved (hours), frequency (once a week, one time only, etc.) and how long you have been providing the service. (Additional pages may be attached if needed.)

Service	Time	Frequency	Length of Time Involved
<p><i>Example: Volunteer - Angel Tree Program</i></p> <p><i>Initiated and planned this school-wide project. Researched various agencies that would receive gifts; set up tree; made ornaments and labels; distributed flyers and announcements; collected, sorted, and delivered gifts.</i></p>	15 Hours	Weekly	2 Months x 2 Years
<p>Volunteer - Hidden River Cave</p> <p>I began as a trailer on environmental caving tours and slowly worked my way up to leading environmental caving tour groups. I taught the groups the importance of conservation and cave preservation. I also worked with Cave, Karst and Groundwater Biologist, Dr. J. Lewis in animal inventory both aquatic and terrestrial within the cave. We took water samples and then checked terrestrial animal pitfalls (jars of alcohol to preserve the animals). Dr. Lewis is using the information collected in his ongoing research project of the Hidden River Cave ecosystem. One of my passions is the preservation of our environment. By working with Dr. Lewis and Hidden River Cave, I am able to share my passion and hopefully encourage others to become environmentally conscious.</p>	256 hours	Weekly during the summer months	4 years
<p>Volunteer - T.J. Samson Community Hospital</p> <p>I worked various jobs either at the new T.J. Samson Pavilion or at T.J. Samson Community Hospital. At the Pavilion, I would escort patients to their location within the outpatient area as well as help with paper work at the urgent clinic. At the hospital, I drove the beverage cart delivering lemonade and coffee to nurses, doctors, and patients' families. This experience just reaffirmed in me my desire to become part of the health care profession.</p>	26 hours	Weekly	2 months x 1 year
<p>Volunteer - Clothing House at Columbia Avenue Church</p> <p>I was responsible for sorting clothes by sizes, putting them on hangers and then hanging the clothes in the appropriate location. Our church has two large classrooms full of clothes, summer and winter. The gym area is used as a receiving area where the clothes are sorted and hung up. Shoes, purses, belts, toys and personal hygiene items are also sorted in the gym area. Seasonal items are then placed in another classroom for community members to get what they need. People are not charged anything for these items. Everything is free. It is hard work, but knowing that families have clothing and other necessary items makes it all worth it.</p>	15 hours	Weekly	5 days x 1 year

<p>Paid - Announce Ballgames at Barren County Middle School</p> <p>I was asked to take this position by the school's athletic director. I have announced the middle school girls and boys basketball games since 7th grade, football games since 8th grade and softball games since last year. I was invited to announce with CKY Sports at the state football tournament held in Lexington, Kentucky. I was also given the responsibility of announcing at the 7th grade girls and boys district basketball tournaments. Each tournament consisted of seven ballgames. Many parents came up to me after the tournament and told me how much they appreciated me announcing and adding excitement to the games.</p>	275 hours	Weekly	7 months x 4 years (134 Basketball games, 38 Football games, 10 Softball games)
<p>Volunteer - Christmas Dinners at Columbia Avenue Church</p> <p>I traveled to various community residences to visit and invite families to my church's annual Christmas dinner. At this dinner, families were fed, and then each child received one gift from Santa. I assisted in purchasing the children's gifts, sorting, wrapping, and delivering the gifts to the kids. I also waited on tables and did my best to make these families feel at home. I have seen some of these families come back to visit our church. It was such a heartwarming feeling knowing that these families and children experienced a wonderful and memorable Christmas dinner.</p>	25 hours	Annually	3 days x 5 years
<p>Volunteer - Raised Money at Church for Heifer International</p> <p>Our youth group decided to purchase an ark of animals for Heifer International. This meant that we needed \$5,000 to purchase animals for third world countries to raise on their farms. One Sunday following services, we invited the congregation to come to lunch and donate what they could to our cause. I was responsible for setting up tables and chairs before the event, serving as a waiter to one table during the event and cleaning up after the event. I catered to my table's every desire. Along with their donation, I also put my tips in the fund to help purchase the ark. With my help, the ark was purchased and many families received animals to become self reliant. I once again experienced the feeling of "Together We Can All Make a Difference".</p>	4 hours	One time only	1 year
<p>Volunteer - BCMS Basketball Tip-Off Tournament</p> <p>I was given the responsibility of selling tickets and running the concession stand. While working the concession stand, I came up with an idea of how to make money for their after school program. We set up two cornhole games and charged 50 cents per game. Winners would receive free bubble gum. Wow, what a money maker for the after school program! They raised over \$150 dollars. It was great knowing that the money that I helped raise with that quick idea would be used to purchase additional supplies or hire extra tutors for their Trojan Extreme after school program.</p>	84 hours	Annually	3 days x 3 years

<p>Paid - Announcer and ran clock for the 4th Region High School Soccer Tournament</p> <p>I was responsible for announcing the starting line-ups for both teams. I ran the clock for five games played. I would, however, get back on the microphone and stop the clock to belt out a goal! Although my school's team did not win, it was a great feeling to know that I helped make each game exciting for the fans and players.</p>	10 hours	One time only	3 days
<p>Volunteer - Camp Courageous</p> <p>I worked at the horse riding stable to help children get up and down off horses. Camp Courageous is located in Allen County, Kentucky and is for children with mild to severe illnesses and disabilities. This was a rewarding and humbling experience.</p>	4 hours	One time only	1 year
<p>Volunteer - Church Yard Sale</p> <p>I planned with Brad and Jamie Lowe to help raise money for our church youth program and our local TEA House (Temporary Emergency Assistance Housing). I prepared, organized and priced items for the sale. During the sale, I helped people with boxes to carry their items and loaded items into vehicles. Items not purchased were then loaded onto trailers and trucks and donated to the Salvation Army. It was nice to know that money we raised from this event would be used to purchase furniture, bedding, food or whatever necessities needed for families that do not have a home. This was one small way that I can have an impact on a few families in my community who at the moment are desperate and struggling.</p>	20 hours	Twice a year	2 days x 2 years
<p>Volunteer - Lions Club Pancake Breakfast</p> <p>I helped organize volunteers to serve pancakes to those who attended the breakfast. I also was involved by serving both drinks and food to those in attendance. I enjoyed waiting on tables and serving others. Many friendships were developed with community people and knowing that the money raised would help others in my community to be able to visit an optometrist and/or get glasses was uplifting.</p>	6 hours	Once a year	2 years
<p>Volunteer - Car Wash at Columbia Avenue Church</p> <p>Our youth group parked and washed cars to help raise money to support our youth group program. With this money, our youth group was able to serve in others areas of our community such as purchasing fruit to make fruit baskets for the elderly or buy candy for Halloween or Easter to give to neighborhood children. The smiling faces young and old told me that all the soap, water, Windex and tire foam were worth it.</p>	2 hours	One time only	1 year
<p>Volunteer - Mammoth Cave National Park</p> <p>With a group of volunteers, I helped the park rangers to check on several small cave entrances to make sure they had not been disturbed from their natural state. We also checked for any wildlife to see if any new wildlife had moved in, and old wildlife out. I now have a better appreciation for my environment and the value of a stable ecosystem.</p>	2 hours	One time only	1 year

<p>Volunteer - Rockin' For a Cure Benefit Concert</p> <p>This event was held to raise money for the American Cancer Society. Several local and regional bands were invited to perform. I was responsible for security to the bands. I really felt awkward at first but then did whatever I could to make sure that every band had what they needed on and off the stage. This was another event that made me realize how cancer touches so many lives.</p>	6 hours	One time only	1 year
<p>Volunteer - Collected Eye Glasses for Lions Club</p> <p>Donation boxes are in various locations around our community. These organizations call when the box is full and ready for pickup. Once the glasses are picked up, they are then taken and given to Eugene and Connie Campbell for use on their medical mission trips. Being a part of this program, made me realize I wanted to devote my life as an optometrist in my own practice and as a part of medical mission teams.</p>	1 hour	One time only	1 year
<p>Volunteer - Easter Egg Hunt at Columbia Avenue Church</p> <p>I helped organize and plan the annual Egg Hunt at our church for the younger children age two through 3rd grade. I filled the eggs with candy and hid them around the church property. Seeing the smiles and excitement on the children's faces made many of these cold Easter egg hunts all worthwhile.</p>	4 hours	Once a year	4 years
<p>Volunteer - TEA Houses (Temporary Emergency Assistance)</p> <p>I helped to clean out classrooms at E.B. Terry Elementary school to be used for families that need a temporary roof over their heads, hot water, and a warm bed, due to house fires or financial problems. I also helped carry in furniture to furnish these classrooms (small apartments) to make it feel like a real home. From this experience, I become more appreciative of the home I have and knowing where I will come home every day.</p>	4 hours	One time only	4 days x 1 year
<p>Volunteer - The Peoples Bank</p> <p>I help clean at The Peoples Bank in Glasgow, KY. I clean the bathrooms, dust, vacuum, take out the garbage, clean windows, and anything else that I am asked to do. This job is not something that I enjoy but have learned that no matter what your job you should always do your best; even at cleaning toilets.</p>	18 hours	Every other month	3 years
<p>Volunteer - Coat Drive at Columbia Avenue Church</p> <p>Our Benevolence ministry at church gave away winter coats to anyone in the community for free. Along with handing out coats, I also gave food to those in attendance. I can not imagine not having a coat or jacket to face those cold days. It was nice knowing that the coats I donated and gave away made someone a little warmer during the winter.</p>	3 hours	One time only	1 year

<p>Volunteer - Vacation Bible School at Columbia Avenue Church</p> <p>The goal is to share God's word to local children age two to twelve. I have helped in some capacity since 7th grade. I have built and painted backdrops for skits, helped with craft activities, assisted with groups of children, as well as being a co-leader for each evening's opening activities. I was amazed at the number of kids that came up to me at the end of the opening session and tell me how much they enjoyed coming and what they were learning. It made me realize how much we never know who is really watching and paying attention to what we are doing. It was nice to see some of these children come back to church with their families on Sunday mornings or Wednesday nights.</p>	16 hours	Annually	4 years
<p>Volunteer - Trunk or Treat at Columbia Avenue Church</p> <p>I was responsible for decorating my car, handing out candy and entertaining children from our church and their friends dressed as the Incredible Hulk. Sugar and kids are a great combination! It was nice to know that I played just a little part in helping put a smile on their faces. I learned that they like the chocolate candy the most.</p>	2 hours	Once a year	1 year
<p>Volunteer - T.J. Samson Basketball Tournament Christmas Classic</p> <p>I announced the first round of the tournament, and also helped run the concession stand for the remainder of the tournament. Money raised from the event goes to our high school boy's basketball program.</p>	10 hours	One time only	3 days x 1 year
<p>Volunteer - Weldon for Kids Tennis Clinic</p> <p>My father and I were in charge of teaching community children ages twelve and under tennis techniques. Children were put into small groups and I was in charge of certain drills as they rotated through various stations. The clinic was done in cooperation with the Weldon Tennis Association. This was another great way for me to share my enthusiasm for tennis with others. My brother and I were also responsible for making a radio commercial to promote the event. This was done in conjunction with WCLU radio in Glasgow, KY.</p>	8 hours	Annually	1 day x 2 years
<p>Volunteer - Children's Day Celebration</p> <p>I worked as master of ceremonies during the annual Children's Day Celebration that is held at our local Plaza Theatre. This event promotes children's talents and raises money for local Youth Service Centers to be used for student school or hygiene supplies and any food that may be needed by their family. As part of the planning committee, I was responsible for promoting the event on WBKO Channel 13 morning show and mid-day live programs. It took many people, many hours to plan these events. I realize how true the saying is about it taking a village to raise a child. Our community is helping to raise many children. This is one of my favorite volunteer experiences!</p>	20 hours	Annually	2 years

<p>Volunteer - Peoples Bank Annual Egg Hunt</p> <p>At the bank's annual egg hunt in Marion, KY, I helped hide eggs for children aged two to twelve. The best part was helping the kids find the eggs. I also took many children to meet and take pictures with the Easter Bunny. I realized that kids are scared of the Easter Bunny just about as much as they are of Santa Claus. Seeing the kids with the families making memories brought back so many times that my parents spent with me on egg hunts. Parents sure do make a lot of sacrifices for their kids.</p>	12 hours	Annually	1 day x 3 years
<p>Volunteer - Filled and distributed fruit baskets to area nursing homes residences with Columbia Avenue Church Youth Group</p> <p>I helped plan and coordinate how items would be donated for fruit baskets. I assisted in wrapping and delivering each individual basket. I was amazed at how a small fruit basket could make such a big difference in the lives of many nursing home residences. I am not even sure that some of the residence could eat what was in the baskets but that did not matter to them. They appreciated our kind effort but even more the time we spent visiting with them.</p>	6 hours	Once a year	3 years
<p>Volunteer - Crossroads Chili Cook-off</p> <p>I chose the job of serving chili to various community members that came to this fundraising event. I enjoyed getting to see the happy faces of all the adults and children tasting the various pots of homemade chili. All the money raised will now help struggling expectant mothers as they face the many questions and concerns they have about their future and their baby.</p>	3 hours	Once a year	3 years
<p>Volunteer - YMCA Telethon</p> <p>I assisted the people answering the phone as a runner to tell the radio and TV announcers the donation amounts coming in over the phone. I was also interviewed by members of the YMCA board about youth activities at the YMCA for the radio/TV. The impact that our YMCA has in our community is tremendous. Because of the small part I played in this telethon, the YMCA will hopefully touch more lives with up to date facilities.</p>	2 hours	One time only	2 days x 1 year
<p>Volunteer - Stock Shelves at Salvation Army</p> <p>Working through Beta, I helped stock shelves with canned food items at our local Salvation Army. I never realized how time consuming it is to remove cans that are on the shelf and put the newest cans in the back and then put back the ones you just removed. I am thankful that families have a place to rely on at our Salvation Army.</p>	3 hours	One time only	1 year
<p>Volunteer - Yard Work for Marie Burd</p> <p>I was responsible for helping my uncle mow grass and trim shrubs for Ms. Burd. Working with my uncle brought us closer and helped foster a stronger relationship.</p>	10 hours	Weekly	2 months x 1 year
<p>Volunteer - "New Comers" Banquet at Columbia Avenue Church</p> <p>A banquet was held in honor of all new comers to our church within the past year. We spent Saturday afternoon setting up tables and decorations for this event. On Sunday following church, I served the new comers and then helped clean up after the banquet. It was nice to make these people truly feel welcome to be a part of our congregation.</p>	4 hours	One time only	1 year

<p>Volunteer - Radio Announcer on WBCH</p> <p>Every afternoon after school I read announcements pertaining to events that are going on currently at Barren County High School. We broadcast to a two mile radius around the school campus on 88.7 FM. We also broadcast on the internet from our school's website, www.barren.kyschools.us. This was another opportunity to do what I enjoy!</p>	80 hours	Daily	3 years
<p>Volunteer - Announce Ballgames and Homecoming at Barren County High School</p> <p>I announced two varsity football game, Barren County vs. Greenwood and Barren County vs. Owensboro Catholic. The Greenwood game was our first win of the season. It was a great feeling having our team win and being able to get the crowd involved in cheering on our team. I was asked by our high school cheerleading sponsor if I would be responsible for announcing the homecoming court and crowning the winner. The football homecoming court was also broadcast on espnkentucky.com. I am once again thankful for the opportunities that so many individuals have provided me.</p>	7 hours	4 times only	1 year
<p>Volunteer - Quickstart Tennis Program</p> <p>This is a USTA program where my father and I work with local children on their tennis game. We worked in conjunction with the local YMCA to promote the game of tennis. Children aged twelve and under were introduced to the game of tennis. It was great to share my enthusiasm for the game with others and hopefully these kids will one day be a part of our high school tennis team.</p>	18 hours	Annually	6 days x 2 years
<p>Volunteer - Set up Halloween party at YMCA</p> <p>Through the YMCA Teen board, of which I am a member, we organized a middle school Halloween party to take place at the YMCA. I was responsible for setting up tables for food and drinks as well as game tables. I also helped build a spooky maze. This event helped kids get in the Halloween spirit and helped me realize how much our local YMCA wants to be a part of our community and help young kids grow up to be contributing members to our community. This is something I want to continue to participate in as I grow older.</p>	5 hours	One time only	1 year
<p>Volunteer - Announcer for Magnet Madness Basketball</p> <p>This is an annual basketball match-up between Hume Fogg Academic Magnet High School and Martin Luther King Academic Magnet High School in Nashville, TN. I was asked by the Athletic Director, Nicole Burgess, at Hume Fogg to announce their annual rivalry game. In 2010 the game was held at Municipal Auditorium in Nashville, TN and in 2011 the game was held at Allen Arena in Nashville, TN. Hundreds of fans were in attendance and the crowd enthusiasm was so tremendous that I think I had a headache for two days following the games. What an experience!</p>	8 hours	Annually	1 day x 2 years

<p>Volunteer - Photographer for KASA (Kentucky Association of School Administrators)</p> <p>I assisted my mother in taking pictures at the annual KASA Summer Conference in Louisville, KY. These pictures were used in the Superintendent Booklet and in KASA newsletters as well as the KASA website. I got to catch a glimpse of the amount of time and effort that administrators put forth in their job. The most memorable event was talking with the teacher, Erin Gruwell, who the movie "Freedom Writers" was based.</p>	15 hours	One time only	3 days x 1 year
<p>Paid - Entertainer for Cosmic Bowling at Ralphie's Fun Center</p> <p>I am responsible for playing games with patrons while they bowl. For example, I have a game where I walk around the bowling alleys with two dice. I pick out a lane and have the next person up to roll the dice. The player must now knock down that exact number of pins ranging from two to ten.</p>	16 hours	Weekly	1 month
<p>Volunteer - Backpack Program for Barren County</p> <p>I bought supplies and filled backpacks for children that will be removed from their home and put in foster care. Each backpack was packed by age appropriateness. This program was in conjunction with Columbia Avenue Church of Christ and Glasgow Police Department. The impact of this project just tore at my heart. Knowing that this may be the only item that a child has when they were removed from their home just broke my heart. I was glad that in a small way I might ease some child's fear.</p>	24 hours	Every month during the school year	3 years
<p>Volunteer - Parents Night Out at YMCA</p> <p>I helped to organize the date and time for the event to take place at our local YMCA. I led children in activities -- scooter races, Gotcha (a quick release basketball game), jump rope competitions, relay races, served dinner and then we all enjoyed a movie. Parents told me how much they appreciated our event giving them time to rejuvenate.</p>	5 hours	Annually	2 days x 2 years
<p>Volunteer - Barren County Middle School Back to School Bash</p> <p>I was responsible for taking pictures of students to be used on television; our local EPB channel 19 and SCRTC channel 97. I enjoyed taking pictures of middle school kids excited about coming back to school and seeing their friends.</p>	2 hours	Once a year	2 years
<p>Volunteer - Glasgow/Barren County Christmas Parade</p> <p>Our Beta club was responsible for providing banners to separate the categories in our Christmas parade. I was responsible for carrying the high school band's banner. On cold evenings, it sure was nice to be a part of the warm hearts and community pride. I love where I live!</p>	4 hours	One time only	1 year
<p>Volunteer - Bowl For Kids Sake</p> <p>I organized a bowling team to help raise money for "Big Brothers, Big Sisters" organization in Barren County. Even a little bit matters. Our team raised over \$100 each time. I know that many young boys and girls lives will be impacted through this organization.</p>	3 hours	Once a year	2 years

<p>Volunteer - Fundraising for Relay for Life</p> <p>I helped raise money for the American Cancer Society through our Beta Club and Future Business Leaders of America club. Tents were set up at our local Relay for Life event where I walked to help raise money and awareness. Having a mom who has battled cancer, this event is one that was near and dear to my heart.</p>	2 hours	One time only	1 year
<p>Volunteer - Barren County Arts and Crafts Fair</p> <p>I helped vendors unload and set up their booths for the annual arts and crafts fair held at the city square. I helped clean up the city square after vendors left. I enjoyed seeing the enthusiasm and the activity. So many people look forward to this event every year and it is nice to know that I was a part of making it possible.</p>	2 hours	One time only	1 year
<p>Volunteer - Recycling and G & R Reclamation</p> <p>Our local Beta chapter worked in conjunction with the American Cave Conservation Association to sort recyclable materials into their proper receptacles. This was just another avenue for me to help protect our environment.</p>	3 hours	One time only	1 year
<p>Volunteer - Barren County Nursing Home Facility</p> <p>I along with a group of volunteers, helped residents paint a decorative stained glass window. We also participated in some exciting games of bingo. While I was there, I heard some interesting stories from the residents. It made me more appreciative of the elderly, and I now value spending time with my grandparents even more.</p>	2 hours	One time only	1 year
<p>Volunteer - ATV Racing Derby</p> <p>As a fundraising event for our Beta Club, we held an all-terrain vehicle racing derby. I was responsible for selling tickets at the gate. After the event ended, I was responsible for helping clean the fair grounds.</p>	1 hour	One time only	1 year
<p>Volunteer - Operation Christmas Child and Healing Hands International MAGI Box Project</p> <p>I packed shoe boxes filled with age appropriate items. My goal in packing my shoe boxes was to help a needy child and let them know that someone was thinking about them. I chose a 10-12 year old boy every time because I wanted them to experience some of the things I enjoyed. This activity made me realize how lucky and blessed I was.</p>	4 hours	Once a year	4 years
<p>Volunteer - Butterflies for Maddie 5K Fun Run</p> <p>I raised money for the Butterflies for Maddie Foundation and handed out T-shirts and water to the participants of the run/walk that is held annually. This charity began after a 6 year old student in our school district became sick and died from Pulmonary Veno Occlusive Disease (PVOD). Money raised through the 5K run/walk goes toward finding a cure. I am glad that even the small contribution that I made will make a difference in helping come up with a cure for this childhood disease.</p>	2 hours	One time only	1 year



Honors/Awards

Honors/Awards

List awards received for school activities or from outside organizations. This should reflect honors/awards received during the 9th, 10th & 11th grades. Do not abbreviate the name of the organization granting the award. Awards received multiple times should be listed individually. Describe each honor/award and explain the importance of it.

Please review the sample of an Honors and Awards section ranked highly by the Selection Committee on the following pages.

Potential activities to include in this section are:

- Governor's Cup Competition
- Most Improved on Athletic Team
- 110% Award on Athletic Team
- Page to Senator or Representative
- High-Ranking Portfolio
- Published Literature
- Foreign Language Competitions
- All-State Piano
- All-State Choir
- Captain of Athletic Teams
- Outstanding Achievement in Specific Subject
- Quick Recall Team
- Honor Roll
- Office in Student Council
- Class Officer
- Club or Organization Officer
- Placing in Future Leaders of America or Other Club Competitions
- Science Fair
- Leadership or Service Awards
- Scouting Awards
- Art Awards
- Delegate to a National Convention
- Essay Contests
- Academic Team Competitions
- Honorable Mentions

STUDENT PROFILE (continued)

3. **Honors/Awards**-List honors and awards you have received in the past few years (9th-11th grades). Do not list those received prior to 9th grade unless of major significance (e.g. TIP Program, national or statewide award, etc.). Please do not list involvement in organizations and clubs unless you have been elected to an office or selected for a specific honor. (See Page SAF-3 for extracurricular activities.) Do not abbreviate award names, for example: "President, National Honor Society" – not "President – NHS." (Additional page may be attached if needed.)

Code: I-International, N-National, S-State, R-Regional, D-District, L-Local, or School. Reference SAF-5 for guidelines on completing this section.

Code	Honor/Award	Grade	Individual or Group Honor
L	<i>Example- Gold Book Award</i> <i>Awarded to two students per year for academic achievement and leadership in the classroom.</i>	10 th	Individual
N	Honors Award: National Chemistry Olympiad Finalist Awarded to the top 150 chemistry students in the National Chemistry Olympiad Competition by American Chemical Society. I also won in the regional competition in order to qualify for the national exam.	10 th	Individual
L	National Math Honor Society (Mu Alpha Theta) Vice President I was elected to serve as vice president for our school chapter National Math Honor Society.	11 th	Individual
N	American Invitational Math Examination (AIME) Participant Top 2.5% students who took American Math Competition 10 (AMC 10) qualify to take AIME. I took AMC 10 and qualified.	9 th	Individual
N	Math Prize for Girls Participant Top 250 female math students in the nation qualify for this math competition just for girls by scoring high on American Math Competition (AMC). I took AMC 10 and qualified.	9 th	Individual
N	Highest Score: Atlantic-Pacific Math League I scored perfect scores in all 6 tests.	10 th	Individual
N	AP Scholar with Distinction Award I have taken 5 AP tests and scored 5 on all of them: AP Chemistry, AP Statistics, AP World History, AP European History, and AP Human Geography.	10 th	Individual

School Journal No.

L	National Honor Society Member I was accepted into the National Honor Society based on my scholarship, leadership, service, and character.	11th	Individual
L	National Spanish Honor Society Member I was accepted into the National Spanish Honor Society based on my scholarship, leadership, and service.	11th	Individual
S	1st Place: National Spanish Examination Level 4 Kentucky winner I placed first among the glod medalists from Kentucky.	10th	individual
N	Gold Medal: National Spanish Examination Level 4 Awarded to students who scored 95th percentile or higher in the National Spanish Examination.	10th	Individual
L	Best Student Award: Spanish Level 3 I was named best Spanish 3 student among all Spanish 3 students at my school by Spanish teachers.	9th	Individual
L	1st Place: Greater Louisville Music Teacher Association's Keyboard Festival Piano Competition winner (Junior Division) I won first place after two rounds of competition: morning recital and evening winner's recital.	9th	Individual
R	Classical 90.5/PNC Young Artist Competition: Honorable Mention I was invited to play my piano piece on Classical 90.5 radio station after winning this award.	9th	Individual
S	Honorable Mention: Music Teachers National Association's Piano competition I received honorable mention in this state-level competition which is the qualifying contest for national competition.	10th	Individual
S	Kentucky Educational Excellence Scholarship (KEES) I was awarded \$500 for 2011-12 and \$500 for 2012-13 for maintaining high GPA (4.0 unweighted, 4.3 weighted).	9,10	Individual
L	Certificate of Appreciation from Norton Surburban Hospital I was awarded this certificate for demonstrating responsibility, dependability, and courtesy to patients, families, and peers. I was a volunteen at the hospital for the past three summers.	11th	Individual

L	<p>Certificate of Appreciation from the Kentucky Science Center</p> <p>I was awarded this certificate for being a teen volunteer at the Kentucky Science Center the past summer.</p>	11th	Individual
L	<p>JV Quick Recall and Quiz Bowl Team Co-Captain</p> <p>I was Co-Captain of the JV quick recall and quiz bowl team. We won every quick recall match of the season.</p>	10th	Individual
D	<p>Most Valuable Player Award: JV Quick Recall</p> <p>I was named Most Valuable Player by Jefferson County Public School League.</p>	10th	Individual
S	<p>State Champion: Governor's Cup Language Arts Written Assessment</p> <p>I placed 1st in Language Arts written assessment in Governor's Cup state-level competition. I was the only student from my city to win in the last ten years. I earned 10 points for my school, which placed 2nd overall in Governor's Cup.</p>	10th	Individual
R	<p>Regional Champion: Governor's Cup Language Arts Written Assessment</p> <p>I placed first in Language Arts written assessment in Governor's Cup regional-level competition in both 9th and 10th grade.</p>	9,10	Individual
D	<p>District Champion: Governor's Cup Language Arts Written Assessment</p> <p>I placed first in Language Arts written assessment in Governor's Cup district-level competition in both 9th and 10th grade.</p>	9,10	Individual
R	<p>1st Place: JV Challenge Quick Recall</p> <p>Our team won JV challenge Quick Recall two years in a row. I was Co-Captain in 10th grade and a member of the starting team in 9th grade.</p>	9,10	Group
R	<p>1st Place: JV Challenge Science Written Assessment</p> <p>I placed first in the Science written assessment in JV challenge two years in a row.</p>	9,10	Individual
R	<p>1st Place: JV Challenge Language Arts Written Assessment</p> <p>I placed first in Language Arts written assessment in JV challenge two years in a row.</p>	9,10	Individual
D	<p>1st Place: Jefferson County Public Schools JV Quick Recall Tournament</p> <p>Our team won JV challenge Quick Recall two years in a row. I was Co-Captain in 10th grade and a member of the starting team in 9th grade.</p>	9,10	Group

D	1st Place: Jefferson County Public Schools (JCPS) League Varsity Language Arts Written Assessment I placed first in varsity-level Language Arts written assessment in 10th grade.	10th	Individual
D	1st place: Jefferson County Public Schools League JV Science Written Assessment I placed first in JCPS JV Science written assessment in both freshman year and sophomore year.	9,10	Individual

D	1st place: Jefferson County Public Schools League JV Language Arts Written Assessment I placed first in JCPS League Language Arts written assessment in 9th grade.	9th	Individual
S	8th Place: Governor's Cup Language Arts Written Assessment I placed 8th in state-level Governor's Cup Language Arts written assesment in freshman year and earned 3 points for my school, which placed 2nd overall.	9th	Individual
L	Science Olympiad Team Officer I was elected to be one of the officers on the Science Olympiad Officer Team based on my performance at regional, state, national competitions and my volunteer and fundraising activities benefiting the Science Olympiad team.	11th	Individual
S	1st Place: State Science Olympiad Competition Rocks and Minerals Event All events in Science Olympiad competition require good teamwork. I worked with one partner in 9th grade and another partner in 10th grade. I and my teammate placed first in both years.	9,10	Group
S	1st Place: State Science Olympiad Competition Dynamic Planet event All events in Science Olympiad competition require good teamwork. I and my partner worked well together and placed first in state.	10th	Group
S	3rd Place: State Science Olympiad Competition Protein Modeling event All events in Science Olympiad competition require good teamwork. I and my two partners worked well together and placed 3rd in state.	9th	Group
S	4th Place: State Science Olympiad Competition: Designer Genes event	10th	Group

	All events in Science Olympiad competition require good teamwork. I and my teammate worked well together in this event.		
R	1st Place: Regional Science Olympiad Rocks and Minerals event All events in Science Olympiad competition require good teamwork. I and my teammate worked well together in this event.	10th	Group
R	3rd Place: Regional Science Olympiad Rocks and Minerals event All events in Science Olympiad competition require good teamwork. I and my teammate worked well together in this event.	9th	Group
R	1st Place: Regional Science Olympiad Protein Modeling event All events in Science Olympiad competition require good teamwork. I and my two teammates worked well together in this event.	9th	Group
R	3rd Place: Regional Science Olympiad Remote Sensing event All events in Science Olympiad competition require good teamwork. I and my partner worked well together in this event.	9th	Group
R	3rd Place: Regional Science Olympiad Forestry event All events in Science Olympiad competition require good teamwork. I and my partner worked well together in this event.	10th	Group
S	State Champion: State Science Olympiad Competition I was a member of the school Science Olympiad team that won state championship in 2013 and represented Kentucky in the National competition.	10th	Group
N	National Science Olympiad Competition Kentucky Team Member I participated in National Science Olympiad competition with our school team, which won State Championship and thereby qualified for national competition. I placed 18th, 19th, 25th, and 48th in my four events. Our team placed 35th out of 60 teams, which also included a team from Japan.	10th	Group
S	Kentucky All-Star Quiz Bowl Team member I was one of six quick bowl players from Kentucky who were selected to be the on the state all-star quiz bowl team. We represented Kentucky at the National All-Star Academic Tournament (NASAT).	10th	Individual
N	National All-Star Academic Tournament (NASAT): 7th Place I was one of six members of the Kentucky All-Star Team that placed 7th in NASAT quiz bowl competition. Thirteen all-star teams from	10th	Group

	thirteen states attended the tournament.		
R	2nd Place: Univeristy of Louisville Academic Tournament Three teammates and I placed second among all quiz bowl teams at this tournament and qualified for High School National Championship Tournament (HSNCT) and National Scholastic Championship (NSC).	10th	Group
S	3rd Place: Kentucky State Championship Quiz Bowl Tournament I and three teammates placed third among all quiz bowl teams from Kentucky.	10th	Group
R	4th Place: University of Louisville Academic Tournament Three teammates and I placed 4th among all quiz bowl teams at this tournament and qualified for High School National Championship Tournament (HSNCT).	9th	Group
N	High School National Championship Tournament (HSNCT) Participant Three teammates and I qualified for this national tourament by placing in the top 15% at qualifying tournaments. We placed 99th among 256 teams.	10th	Group
N	National Scholastic Championship (NSC) Participant I and three teammates qualified for this national tournament by placing in the top 15% at qualifying tournaments. We placed 26th among 72 teams.	10th	Group
N	High School National Championship Tournament (HSNCT) Participant Four teammates and I placed 153th among 240 teams in our first trip to the HSNCT national tournament.	9th	Group
N	National Scholastic Championship (NSC) Participant Four teammates and I placed 29th among 60 teams in our first trip to the NSC national tournament.	9th	Group
S	1st Place: Kentucky Science and Engineering Fair I placed first in State Science and Engineering Fair in Energy and Transportation category. My work involved improving efficiency of dye-sensitized solar cells.	9th	Individual
R	1st Place: Regional Science and Engineering Fair I placed first in Regional Science and Engineering Fair in Energy and Transportation category. My work involved improving efficiency of dye-sensitized solar cells.	9th	Individual

R	<p>2nd Place: Regional Science and Engineering Fair</p> <p>I placed second in Regional Science and Engineering Fair in Energy and Transportation category. My work involved improving efficiency of dye-sensitized solar cells.</p>	10th	Individual
S	<p>2nd Place: Kentucky Junior Academy of Science</p> <p>I placed second in the Kentucky Junior Academy of Science Annual Meeting's science fair in Environmental Science category.</p>	9th	Individual
S	<p>Certificate of Achievement: Kentucky Junior Science and Humanities Symposium</p> <p>I was awarded this certificate for being selected to present my scientific research at 2013 Kentucky Junior Science and Humanities Symposium.</p>	10th	Individual
S	<p>Certificate of Award: Kentucky Junior Science and Humanities Symposium</p> <p>I was awarded the Certificate of Award for earning Honorable Mention at the 2013 Kentucky Junior Science and Humanities Symposium and was selected a delegate to represent Kentucky at National Junior Science and Humanities Symposium.</p>	10th	Individual
L	<p>Certificate of Award: School Academic Award</p> <p>I received this award from my school for maintaining good grades. I have straight A's.</p>	9,10	Individual



Writing Entry

The Selection Committee members rank writing entries using the attached rubric as a guideline. **It is required that the writing entry be typed, double-spaced and a maximum of 500 words.** It is recommended that someone proofread your writing entry.

1. Because the readers review such a large volume of writing entries, it is important that you catch their attention with a fresh or interesting way of looking at the norm. A writing entry on even the most common of subjects should show originality in ideas and let the reader see your individuality.
2. Read all directions carefully. You will lose points for failing to follow the directions. Be sure to double-space your writing entry.
3. If you prefer, you may type your essay in a separate document.
4. Write a first draft and then let it sit for a few days to a week. At that time, read it again and begin the editing process. No one does his or her best work with the first attempt. These essays are worth 20 points of your total score and you do not want to waste points by rushing through the writing process.
5. Review your essay. Many students fail to adequately or appropriately answer the question(s) posed in the prompt they chose. Did you address each section?
6. Listed below are some common problems and areas in which the readers have noted that many applicants need improvement:
 - Idea not supported by relevant and pertinent details – The reader should have a vivid picture in his/her mind of the idea you are trying to portray.
 - Be careful when using the thesaurus option on your computer. Not all words listed will work for you, and some may sound stilted.
 - Spell check and grammar check will not catch many errors. These are only step one in the writing process.
 - Maintain a consistent and appropriate tone in your writing for the writing prompt you select.

Governor's Scholars Program Writing Entry Scoring Guidelines

Formatting...

2.0 possible points

- Essay is double-spaced

Purpose/Audience

0.0 – 3.0 possible points

- Limited awareness of audience and/or purpose
- Some evidence of communicating with an audience for a specific purpose; some lapses in focus
- Focused on a purpose; communicates with an audience; evidence of appropriate voice and/or suitable tone
- Establishes a purpose; maintains clear focus and strong awareness of audience; appropriate tone
- Establishes a purpose; maintains clear focus throughout; evidence of distinctive voice appropriate to audience

Idea Development/Support...

0.0 – 3.0 possible points

- Minimal idea development; limited and/or unrelated details
- Unelaborated idea development; minimal and/or repetitious details
- Depth of idea development supported by relevant details
- Depth and complexity of ideas supported by rich, engaging, pertinent details
- Depth and complexity of ideas supported by rich, engaging, pertinent details; evidence of analysis, reflection, insight

Organization...

0.0 – 3.0 possible points

- Random and/or weak organization
- Lapses in organization and/or coherence
- Logical, coherent organization
- Well-crafted, skillful organization

Sentences...

0.0 – 3.0 possible points

- Incorrect and/or ineffective sentence structure
- Simplistic and/or awkward sentence structure
- Controlled sentence structure
- Varied sentence structure
- Advanced sentence variety, structure, and length that enhances writing

Language...

0.0 – 3.0 possible points

- Incorrect or ineffective language
- Imprecise and/or simplistic language
- Acceptable, effective language
- Precise and/or rich language

Correctness...

0.0 – 3.0 possible points

- Frequent errors in spelling, punctuation, and capitalization
- Some errors in spelling, punctuation, and/or capitalization that do not interfere with meaning and emphasis
- Very few errors in spelling, punctuation, and/or capitalization relative to length and complexity
- Skillful control of spelling, punctuation, and capitalization

2015 Writing Entry Prompts

In 500 words or fewer, please respond to one of the prompts below. Be sure to fully address all questions and/or considerations posed in the prompt you select; points will be deducted from your score if you fail to do so. The diction and tone of your response should be appropriate for the topic you select. Also, take into consideration the potential audience and/or readers of your entry.

Your entry must be typed and double-spaced. Failure to follow directions will result in a loss of points.

Writing Entry Prompt Number 1:

If you had \$1,000 to invest in a project of your choice, how would you use that money to create the greatest possible positive impact within your community? Please provide a detailed description of your proposed project. What positive change would you hope to achieve? Be realistic as you consider your budget and be sure to include specific information about your project and your goal(s).

Writing Entry Prompt Number 2:

In an editorial format discuss what future invention or innovation you believe will most significantly impact the world? Why? Be sure to discuss the potential short- and long-term ramifications of this development, both positive and negative.

Writing Entry Prompt Number 3:

Select a piece of literature, art, or a classical film that expresses a specific philosophy or idea. What is the philosophy of the piece? How does the work represent the identified philosophy? What makes this message meaningful to you?

Writing Entry Prompt Number 4:

Mission statements are used by business and non-for profit organizations to keep all of the members focused on the same meaningful and specific purpose. If you were to create your own business or non-for profit organization, what would your mission statement say? Describe the mission statement for your organization or business and indicate how you will contribute to fulfilling the mission.

Writing Entry Prompt Number 5:

It is 2024 and you have recently rediscovered a high school friend with whom you had lost contact. Compose a letter to that person, re-introducing yourself. What have you accomplished since high school? What do you consider to be your greatest successes and your most valuable failures? As you describe your personal and professional goals, be sure to mention how your plans have changed in ways that your high school self never could have foreseen.



Teacher Recommendation

One teacher recommendation form is required. Let your selected teacher know that this recommendation is important to you and what participation in this program would mean personally. Please let your teacher know that a sample recommendation and the form are available on our website at gsp.ky.gov.

Some tips in this area include:

1. Give teacher **AMPLE** time to complete the recommendation.
2. Be sure to select a teacher in core academic subjects from 9th, 10th or 11th grades; e.g., math, science, English, social studies, or foreign languages.
3. You may want to ask **two** academic teachers to complete the forms. Your guidance counselor can then submit the best recommendation. (If you do this, be sure to follow-up with the counselor and ask him or her to submit your best recommendation.)
4. Ask a teacher who knows you well and who is impressed with you both academically and personally.
5. Try to select a teacher who gives you detailed, written feedback on tests, papers, homework, reports, etc. These teachers are more likely to make an extra effort in completing your recommendation and are able to give specific examples to support their comments.

PLEASE TYPE

Student's Name

☐ AP ☐ Honors ☐ Regular ☐ Other _____

<input type="checkbox"/> AP	<input type="checkbox"/> Honors	<input type="checkbox"/> Regular	<input type="checkbox"/> Other
<input type="checkbox"/> AP	<input type="checkbox"/> Honors	<input type="checkbox"/> Regular	<input type="checkbox"/> Other

☐ AP ☐ Honors ☐ Regular ☐ Other _____

Participation in class discussions/on task behavior in class	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Inquisitiveness, interest about class topics and issues	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Ability to synthesize and grasp underlying principles	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Creativity and originality of thought	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Self discipline, responsibility, and dedication to following through	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Willingness to take academic risks	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Motivation, initiative, and self-starting ability	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Flexibility, willingness to adapt to new situations and accept changes	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Cooperation, social and emotional maturity	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Academic integrity and honesty	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Consideration and attitude toward other students	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Contributing member of the school community	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

1. What do you consider to be the most relevant academic strength and weakness of this student?
2. What is most unique about this student as he/she relates to other students? If you are aware of any hardships/conditions (social, emotional, or otherwise) that may impact this student's participation in the Governor's Scholars Program, please note them here.
3. Based on your experience with the student, what would you expect the single greatest contribution of this student to be at GSP?



Community Recommendation

One community recommendation form is required. The recommender may **not** be a member of your immediate family, a teacher in your high school or a member of the school, district or state GSP selection committees. When selecting a recommender, keep in mind the recommender should know you well enough to answer the questions in detail and provide a strong recommendation. Please let your recommender know that the form may be downloaded from our website at gsp.ky.gov.

Some tips in this area include:

1. The recommendation **must** be completed on our GSP Community Recommendation Form. Letters of recommendation will **not** be accepted.
2. Give your recommender **AMPLE** time to complete the recommendation.
3. Ask a community member who knows you well and who is impressed with you personally and/or professionally. Ideally, your recommender should be someone who has interacted with you extensively through an organization such as – but not limited to – a club, team, or activity. It is important that your recommender be well acquainted with you so that he/she can provide a comprehensive assessment of you as an individual.
4. Some examples of potential community recommenders are: boy/girl scout leader, employer, coach, neighbor, youth director, minister, club sponsor, mentor, etc.

Governor's Scholars Program 2015 Community Recommendation Form

PLEASE TYPE

Recommender's Name Applicant's Name
Recommender's Position & Organization

How long have you known this applicant?

In what capacity have you interacted with this applicant?

Please check the number that represents your experience with this applicant as related to the qualities listed below. 5 represents the highest score and 1 represents the lowest score.

Willingness and ability to contribute to the community	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Cooperation, social and emotional maturity	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Character, integrity, and honesty	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Consideration and attitude toward others	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Flexibility, willingness to adapt to new situations and accept changes	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Motivation, initiative, and self-starting ability	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Willingness to pursue visionary ideas	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Self discipline, responsibility, and dedication to following through	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Creativity and originality of thought	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Inquisitiveness, interest in a variety of topics and issues	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

As you respond to the following questions, please be sure to include specific details and examples. Brief responses that lack specific information do not provide the selection committee with sufficient information and will result in a lower score.

1. What do you consider to be the most relevant strength and weakness of this applicant?
2. What is most unique about this applicant? If you are aware of any hardships/conditions (social, emotional, or otherwise) that may impact this applicant's participation in the Governor's Scholars Program, please note them here.
3. Based on your experience with the applicant, what would you expect the single greatest contribution of this individual to be at the Governor's Scholars Program?
4. **(OPTIONAL)** If information that you feel is important is not included elsewhere in your recommendation, please feel free to include it here.



Guidance Counselor Statement

Please complete this statement **ONLY** if any additional information that may be significant and relevant **HAS NOT** otherwise been noted or introduced in the application. The Guidance Counselor Statement is **NOT REQUIRED**. The counselor should indicate if this student has overcome adversity, while maintaining academic excellence. (Please see attached samples.)

PLEASE NOTE: Additional points are NOT given NOR deducted for this section.
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Governor's Scholars Program Guidance Counselor Statement

Please complete this statement **ONLY** if any additional information that may be significant and relevant **HAS NOT** otherwise been noted or introduced in the application. The Guidance Counselor Statement is **NOT REQUIRED**. The counselor should indicate if this student has overcome adversity, while maintaining academic excellence. (If submitting the Guidance Counselor Statement, please send two copies.)

Student's Name: Sarah Jenkins

Guidance Counselor's Name: Danielle Michaels

School District: North Central High School

Sarah is a humble student with a quiet disposition, but she sets forth each day to make a difference in others' lives. The life that she most directly impacts is that of her brother, who is autistic.

Immediately after school each day, Sarah returns home to help her family by serving as her brother's caretaker. Because both of her parents work full-time, she has assumed the responsibility of being her brother's primary caregiver. As a result of this family commitment, Sarah is unable to be involved in after school activities. Instead, she seeks fulfillment and enjoyment from working with her brother, helping him learn simple concepts, assisting him with his homework, and preparing his meals.

Sarah has so much potential and becoming a Governor's Scholar would help her along her journey toward a life of helping others. Please give her application thoughtful consideration.

Guidance Counselor's Signature: _____ **Date:** _____

PLEASE NOTE: Additional points are NOT given NOR deducted for this section.

Governor's Scholars Program Guidance Counselor Statement

Please complete this statement **ONLY** if any additional information that may be significant and relevant **HAS NOT** otherwise been noted or introduced in the application. The Guidance Counselor Statement is **NOT REQUIRED**. The counselor should indicate if this student has overcome adversity, while maintaining academic excellence. (If submitting the Guidance Counselor Statement, please send two copies.)

Student's Name: Joanie Sawyers

Guidance Counselor's Name: Mr. Jacob Meeks

School District: Kentucky High School

Joanie is a student who has faced the adversity of dealing with a severe visual impairment. Joanie has managed to not only overcome her disability, but to embrace it. Joanie has willingly taken on the leadership role in a household without a father or other family members to assist. Joanie lives with her mother and sister who are also visually impaired. She handles independent travel in the community to pay the household bills and grocery shopping to provide for the family. Joanie is independent, enthusiastic, kind and gentle. She is a walking advertisement to her peers on excellence through hard work and determination. She would be a great benefit to the Governor's Scholars Program.

Guidance Counselor's Signature: _____ **Date:** _____

PLEASE NOTE: Additional points are NOT given NOR deducted for this section.